

What's New:

- Free Teachscape demonstration accounts
- Spring training moving forward
- CESAs to provide EE support

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*A Newsletter from the Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent*

Test Driving Teachscape

Teachscape is the integrated, secure platform selected to support the Educator Effectiveness System.

The Teachscape Effectiveness Platform includes observer training and certification for teacher evaluation using the Danielson Framework for Teaching, evaluation management tools and a

professional learning system.

The state will be providing Teachscape licenses and training to districts in time for statewide implementation in 2014-15, but you

Anyone can request a free Teachscape demo account here:
www.teachscape.com/wisconsin

can explore its features today by accessing a free demo account provided by Teachscape!

For more information about EE and Teachscape, visit:
www.teachscape.com/wisconsin

EE Spring Training Update

“Lots of relevant, thought-provoking information shared that will guide and support us in implementation of the educator effectiveness system.” This is a teacher quote after participation in the EE training in Appleton in April. While the feedback has been overwhelmingly positive, there have also been constructive suggestions that will help us to improve training and the system itself.

Over 220 school districts have registered to send a team of up to seven educators to participate in training for the 2013-14 school year Full Pilot of the EE State System. The Developmental Pilot

(2012-13) is just concluding and is helping to refine and align the system in preparation for statewide implementation scheduled for the 2014-15 school year.

There has been significant development and alignment of the EE System this year, including a three-level system of support for districts utilizing web-based resources, CESA “Implementation Coaches” and DPI EE Consultants. District teams participating in the Full Pilot Training receive:

- An updated orientation to the EE System;
- Introduction and

licenses for the Teachscape EE support system;

- Hands-on training addressing evaluation of teachers and of principals;
- Direct guidance and practice on SLO development;
- Guidance on accessing the regional or state level support structure.

In the words of another training participant, “Our team feels better equipped to bring info back to our district. We need to practice to build consistency. This is an enormous undertaking at every level.”

"This year, the developmental pilot has offered Nekoosa Public Schools the opportunity to experience firsthand the VALUE of working with the principal effectiveness model.

During the 2013-14 school year, the district is excited to take our learning to a new level, where we will have an opportunity to learn and practice the other components."

--Terry Whitmore, District Administrator, Nekoosa School District

In order to respect and address principals' capacity concerns, DPI will only require that the principal review, approve, and score a teacher's SLO during their summative evaluation year.

Understanding Student/School Learning Objectives

The most significant shift in the new Educator Effectiveness System is the connection of practice to student outcomes. The evaluation of student outcomes is calculated through a multiple measures approach, with no single measure comprising a majority of the results. For most WI educators, the bulk of the outcomes score will be based on student growth goals, called Student or School Learning Objectives (SLOs).

SLOs are detailed, measureable goals for student academic growth to be achieved in a specified time period (usually an academic year). The term SLO has dual meaning within the EE System. For teachers it refers to academic growth goals for entire classrooms or subsets of students that are set by individual teachers or teacher teams based on a review of data. For principals, SLOs are goals that outline school level expected growth. SLO goals will be developed annually as part of an educator's Educator Effectiveness Plan (EEP).

Developing quality SLOs involves the analysis of student assessment data to identify patterns or trends. This data analysis identifies a target population of students with a learning need. The educator sets specific growth targets for that population. Assessments or evidence sources that will measure student growth related to the SLO goal are selected. During the year, educators employ new or refined instructional or leadership strategies to meet the SLO student growth goals.

The required number of SLOs is dependent on the other outcomes measures available in the district, subject and/or grade level of the educator. Educators have autonomy in the development and progress monitoring of SLOs. The process is designed to encourage a collaborative approach to student achievement gains. Team and building SLOs may be appropriate as long as target student populations, evidence, and growth can be directly linked to each individual educator as each SLO is scored separately.

Though educators will engage in review of SLOs annually, in order to address evaluator capacity, DPI will only require that an evaluator review and score an educator's SLOs during their summative evaluation year. Evaluators are not required to score Year 1 and 2 SLOs but may choose to do so. If SLOs are not reviewed and scored by the evaluator, a peer must do so. Educators are required to enter SLO data into Teachscape each year so evaluators have access to all three years of data to foster collaboration and transparency. Evaluators may use their discretion whether to include Year 1 and 2 SLO results in the Year 3 final summative rating. Realizing the critical nature of the process, a training toolkit focused on the SLO process is being developed to support staff training before full implementation in 2014-15.

For more information on SLOs and EE, visit: <http://ee.dpi.wi.gov/slo/sloov>

New EE Resources:

The following resources provide more information on the State EE System:

- [2013-14 Full Pilot Teacher Evaluation Process Manual](#) (pdf)
- [2013-14 Full Pilot Principal Evaluation Process Manual](#) (pdf) newly revised manuals that outline the process for evaluating educators on methods of practice and student outcomes, updated as the result of Developmental Pilot feedback.
- [Info Briefs](#) (pdf): a suite of briefs describing various facets of the EE System.
 - * [Evaluation of Professional Practice for Teachers](#)
 - * [Evaluation of Professional Practice for Principals](#)
 - * [System Overview](#)
 - * [Key Facts](#)
- [Webinars on Teachscape products](#)

CESA Support for EE

DPI has contracted with each CESA to provide regional implementation services and technical assistance at no charge to Wisconsin school districts participating in the Full Pilot of the Educator Effectiveness State System. These services include:

- Teachscape orientations, user trainings, and technical support on the use of Teachscape products
- Support of educators with implementation of the system:
 - refining goals and goal measurement
 - conducting coaching conversations
 - train local Effectiveness Coaches
 - management of resources
 - and support local stakeholders who desire information on the EE System

District staff participating in the Full Pilot can contact their CESA for further information.

For a list of Implementation Coaches by CESA and their contact information, visit:
<http://ee.dpi.wi.gov/files/ee/doc/IC.docx>

Further support information:
<http://ee.dpi.wi.gov/files/ee/pdf/SupportStructure.pdf>.



EE and Value-Added

Value-added growth on state standardized assessments will comprise one measure of student outcomes for selected teachers and principals under the state's "multiple measures" approach to educator effectiveness.

Value-added is a growth measure that estimates the effects educators have on growth over time in student achievement after controlling for factors that are generally beyond educators' ability to influence; these include students' level of prior

achievement as well as non-school factors such as poverty and special education status. These controls are used in order to make the fairest possible comparisons across schools, classrooms and teachers, which often have very different student populations.

Given that value-added represents a new concept to many educators, particularly around its use for educator evaluation, teachers and principals (as well as policymakers and the general public)

undoubtedly have questions. DPI is currently developing a series of informational briefings on the topic, and will include awareness-building sessions on value-added as part of its outreach efforts for the 2013-14 school year. In the interim, additional background information on value-added is available from UW-Madison's Value-Added Research Center at <http://varc.wceruw.org>.

You can also read more on EE and value-added at <http://ee.dpi.wi.gov/outcomes/value-added>

For a visualization of Value-Added calculations, see the Oak Tree Analogy video tutorial:
<http://www.varc.wceruw.org/tutorials/Oak/index.htm>

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We're on the Web!

See us at:

ee.dpi.wi.gov

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@WisDPI EE

Spotlight On:

Joe Schroeder, co-lead EE trainer



Dr. Joe Schroeder is a co-lead trainer for the EE training sessions taking place across the state during spring, 2013.

Joe is currently the Associate Executive Director of the Association of Wisconsin School Administrators (AWSA), which he joined in July after spending the previous five years as Superintendent of the Muskego-Norway School District. Prior to this, Joe was the Assistant Superintendent for Educational Services in the Elmbrook School District, Principal of Brookfield East High School, Associate Principal and Principal of Evansville High School,

and English Teacher at both Menasha and Parker (AZ) High Schools.

Over his 25 years in the field, Joe has been an award-winning teacher, principal and superintendent. Most recently, he was named the 2011 Wisconsin Superintendent of the Year.

Joe combines successful leadership experience in both administration and teaching with a passion for leadership development.

Dawn Zandt, co-lead EE trainer



Dawn Zandt has 21 years of educational experience to include: classroom teacher, gifted and talented resource teacher, staff developer, elementary principal, curriculum director and administrative mentor.

Her experience includes both urban and suburban

districts, as she has served Milwaukee Public Schools (MPS), New Berlin, Wauwatosa, and Grafton. Currently she is an administrative mentor with MPS as well as co-leading the Educator Effectiveness state model training facilitation across the state for both Principal and Teacher Evaluation.

We want to acknowledge the extraordinary leadership and support of Joe Schroeder and Dawn Zandt as Wisconsin has moved forward with development and implementation of the Educator Effectiveness System. We have all learned from their experience, insights and dedication to this effort. Many thanks, Joe and Dawn!